

HUGHES MIDDLE

122 DeOyley Avenue
Greenville, SC 29605

GRADES 6-8 Middle School

ENROLLMENT 881 Students

PRINCIPAL Shirley S. Chapman 864-299-8363

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	25	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

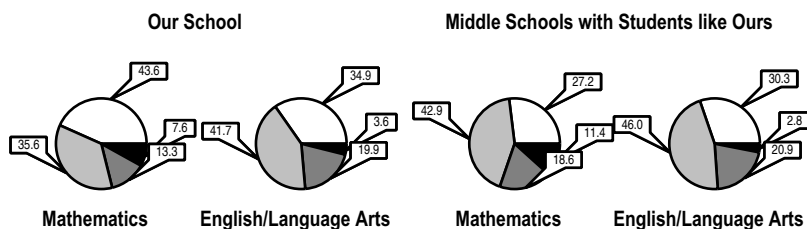
FOR MORE INFORMATION, VISIT WEBSITES AT:




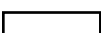
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	242	46
Percent satisfied with learning environment	68.2%	68.2%	69.6%
Percent satisfied with social and physical environment	62.8%	71.7%	52.2%
Percent satisfied with home-school relations	74.4%	81.4%	64.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	889	99.3	34.9	41.7	19.9	3.6	23.4	17.6
Gender								
Male	460	99.6	40.7	38.5	17.7	3.1	20.8	17.6
Female	429	99.1	28.6	45.2	22.2	4.1	26.3	17.6
Racial/Ethnic Group								
White	319	99.1	17.1	37.5	36.8	8.6	45.4	17.6
African-American	546	99.6	45.6	44.9	8.9	0.6	9.5	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	17	94.1	46.7	26.7	26.7	N/A	26.7	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	766	99.7	30.5	42.8	22.6	4.1	26.7	17.6
Disabled	123	96.7	64.2	34.0	1.9	N/A	1.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	889	99.3	34.6	41.8	20.0	3.6	23.6	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	887	99.3	34.5	41.9	20.0	3.6	23.6	17.6
Socio-Economic Status								
Subsidized meals	465	98.9	50.8	41.0	7.0	1.2	8.3	17.6
Full-pay meals	424	99.8	23.9	42.3	28.6	5.2	33.8	17.6

Mathematics								
All students	889	99.9	43.6	35.6	13.3	7.6	20.9	15.5
Gender								
Male	460	100.0	43.2	32.2	15.3	9.3	24.6	15.5
Female	429	99.8	43.8	39.2	11.1	5.8	17.0	15.5
Racial/Ethnic Group								
White	319	100.0	21.2	37.8	24.8	16.3	41.0	15.5
African-American	546	99.8	57.8	34.8	5.8	1.6	7.4	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	17	100.0	40.0	20.0	20.0	20.0	40.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	766	100.0	37.5	38.8	15.1	8.6	23.8	15.5
Disabled	123	99.2	83.3	14.8	0.9	0.9	1.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	889	99.9	43.3	35.7	13.3	7.7	21.0	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	887	99.9	43.3	35.7	13.3	7.7	21.0	15.5
Socio-Economic Status								
Subsidized meals	465	99.8	59.3	34.7	4.0	2.1	6.1	15.5
Full-pay meals	424	100.0	32.6	36.4	19.6	11.4	31.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	261	N/A	26.2	40.2	26.6	7.0	33.6
	Grade 7	265	N/A	25.7	45.2	23.4	5.7	29.1
	Grade 8	260	N/A	28.0	43.2	21.8	7.0	28.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	330	99.4	36.2	37.9	20.5	5.4	25.8
	Grade 7	278	99.6	32.4	45.1	20.9	1.6	22.5
	Grade 8	281	98.9	35.8	42.7	18.1	3.5	21.5

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	261	N/A	41.3	40.2	11.2	7.3	18.5
	Grade 7	265	N/A	50.6	31.4	11.1	6.9	18.0
	Grade 8	260	N/A	42.2	41.1	11.2	5.4	16.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	330	99.7	37.1	36.1	14.4	12.4	26.8
	Grade 7	278	100.0	46.1	33.5	15.7	4.7	20.5
	Grade 8	281	100.0	48.5	37.0	9.5	5.0	14.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 881)				
Students enrolled in high school credit courses (grades 7 & 8)	24.5%	Down from 28.3%	15.6%	14.4%
Retention rate	2.0%	Down from 3.2%	2.3%	2.3%
Attendance rate	96.6%	Up from 95.1%	95.4%	95.2%
Eligible for gifted and talented	23.0%	No change	16.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.8%	Up from 13.2%	14.9%	14.1%
Older than usual for grade	3.2%	No change	4.9%	4.9%
Suspended or expelled	0.2%	Down from 0.7%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	47.2%	Up from 46.9%	49.1%	47.1%
Continuing contract teachers	75.5%	No change	86.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.9%	Up from 79.8%	86.4%	84.3%
Teacher attendance rate	98.4%	Up from 97.8%	95.2%	95.0%
Average teacher salary	\$37,835	Up 3.0%	\$40,418	\$39,924
Prof. development days/teacher	10.1 days	Down from 11.4 days	10.7 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio	24.2 to 1	N/R	21.7 to 1	21.0 to 1
Prime instructional time	94.0%	Up from 91.6%	89.0%	88.9%
Dollars spent per pupil*	\$4,769	Up 3.9%	\$5,659	\$5,854
Percent spent on teacher salaries*	58.8%	Up from 58.2%	62.2%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.2%	Down from 96.3%	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Hughes Academy faculty and staff continue to concentrate on the process that spurs continuing improvement: evaluating where we are, determining what we can do to improve, and identifying what we need to make those improvements. This year we have identified and focused on making improvements in the following areas: raising the academic challenge and performance of each student enrolled at Hughes Academy; providing increased opportunities for students to acquire the skills needed to select and apply technology across the curriculum; providing a supportive school environment that promotes student learning; and improving communications between the home, school, and community.

Our staff worked extremely hard in pursuit of our performance goals. Our teachers participated in many professional development programs that focused on instructional strategies, assessment, data analysis, program effectiveness, curriculum, and communications. Many of the strategies and techniques were implemented in the classrooms to help bring about increased learning opportunities for students. We will continue to look for ways to insure academic progress for all students.

Our students have excelled in many areas, both academic and artistic. Our Beta Club placed in the state competitions. Our robotics teams participated in the regional competition. Hughes' United Nations Club members presented at the Model UN Conference. Our students were awarded the Best Team Project in the Regional Science Fair. Our Math Counts team did well in the state competition. Our math students also received honor roll status in the American Math Competition. Our band received the Outstanding Performance Award, the most prestigious given by the S.C. Band Directors' Association. Our newly organized Step Team placed first and second in several district competitions. Members of the Hughes student body received top honors in the PTA Reflections Contest at the local, area, and state level. These are just a few of the accomplishments of our students.

Our award winning PTSA continues to initiate and support an incredible number of opportunities for students and parents on our campus. Their hard work has led to immense parental involvement in both the regular school day and in extracurricular activities. Area businesses are hard at work at Hughes as well, including providing tutors and presenters to support our instructional efforts. The support from these entities has enabled us to accomplish much more that would have been otherwise possible.

Shirley S. Chapman, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.